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ABSTRACT

This eight-part document describes a process of developing and implementing a competency-based teacher education program that considers the present teacher education program and provides for the translation of courses in a competency mode. This approach involves a delivery system built around the module, module cluster, and components. Part 1 describes the rationale for using the module cluster approach. Part 2 examines the entire system from modules through components and how these interrelate to form a program. Part 3 examines the format for a module and explains the different types of modules that can be developed and how modules can be sequenced to move from the cognitive to the consequential. Part 4 suggests one way to move from goals to objectives to modules. Part 5 focuses on the need for a taxonomy of goals to produce a program that meets the gestalt of teaching and provides an effective guidance system. Part 6 focuses on the supportive services to implement a modular approach and some of the problems that may arise. Part 7 provides sample module clusters to demonstrate an ongoing product. Part 8 lists materials available to assist in the development of a program. (PD)

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DEVELOPING AND IMPLEMENTING A PROGRAM
(PROFESSIONAL ASPECT)

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DEVELOPING AND IMPLEMENTING A PROGRAM (PROFESSIONAL ASPECT)

OUTLINE

I. INTRODUCTION AND RATIONALE

An explanation of how we started using a Conservational approach developing Module Clusters within the present system. A rationale for using a designated delivery system including the Module Cluster approach.

II. MODULES THRU COMPONENTS

An examination of our entire delivery system from Modules through Components, and how these interrelate to form a program.

III. EXAMINING THE MODULE

A close look at the format for a Module, and an explanation of the different types of Modules which can be developed. How Modules can be sequenced to move from the cognitive to the consequential.

IV. DEVELOPING MODULES

Examination of one suggested route which can be taken to move from Goals to Objectives and hence Modules.

V. THE PLURALISTIC APPROACH

The construction of a Taxonomy of Goals in order to produce a program which meets the gestalt of teaching, and provides an effective guidance system.

VI. STRATEGIES AND PROBLEMS IN USING MODULES

An examination of necessary supportive services in order to implement a Modular approach including possible problems which may arise.

VII. SAMPLES MODULE CLUSTERS

Sample Module Clusters will be presented in order to demonstrate an ongoing product.

VIII. REFERENCES

A list of materials which are available to assist in the development of a program.

I

INTRODUCTION AND RATIONALE

If one were to rank the five essential elements of a CBTE program as defined by the AACTE document prepared by Stan Elam¹ probably the most important, concerns itself with making the objectives of the program, whatever they may be, public. It is through such publication that objectives can be studied, critiqued, regenerated, or discarded. Therefore, it may be safe to assume that the delivery system, whatever form it takes, serves as the keystone of the institution's program.

As an institution moves toward a CBTE program it is of necessity constrained by certain limitations in terms of time, budget, and commitment of faculty. Such restrictions tend to dictate the approach which an institution should take. As an on going Teacher Corps program with interns already on board we decided to take the route which seemed to hold the greatest promise for quick delivery of a product. We have termed this approach the "conservational route".²

"The 'conservational' approach is defined as an approach which takes into consideration the present teacher education program and provides for the translation of courses into a competency based mode."³ In other words, we started by attempting to convert individual courses into competency based components.

Programs or institutions should attempt to adopt a common format for the delivery system rather than have each instructor develop his own. This will result in improved communications between faculty members as it is much easier to read packages which are based upon a style which is familiar to the reader. It will also provide the student with a common base from which to operate.

A common delivery system will also help the person or committee which is coordinating the entire program to determine where there may be overlaps or gaps in the program.

While we would by no means claim that the particular system which we use is the only one, or even that it is the best, there are several reasons why an institution should consider its adoption. First, the way the system is coded lends itself to adoption to a computer. Second, the system has been adopted by National Teacher Corps, and thus will facilitate the sharing of objectives and resources with other institutions.

II

MODULES THROUGH COMPONENTS

"In the development of a teacher education program consisting of competency based modules, it is helpful to reduce the various areas of competence and their associated instructional activities to the lowest denominator. This in turn calls for a restructuring of these lowest denominators into a complete package labeled 'teacher education program'."⁴

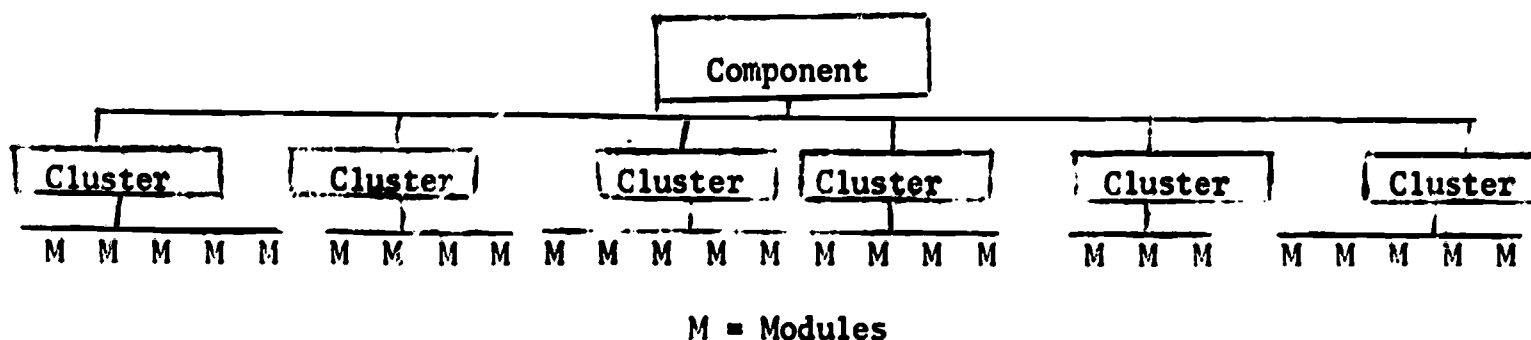
We have built our delivery system around the Module, the Module Cluster, and Components. These are defined as follows:

The Module An instructional Module is defined as a set of learning activities intended to facilitate the student's achievement and demonstration of an objective or set of objectives.

The Module Cluster A Module Cluster is a set of instructional Modules which are interrelated and together will meet a fairly specific goal.

Components A component is a related group of Module Clusters which complement each other and form the basis for what might be called courses in traditional programs.

Graphic Illustration



Illustrative Examples

Component=Teaching Language Arts

Clusters=Listening Skills

- Oral Language
- Spelling
- Handwriting
- Grammar (Syntax)
- Creative Writing

*Modules=Analysis of Teachers (within the Listening skill Cluster only)

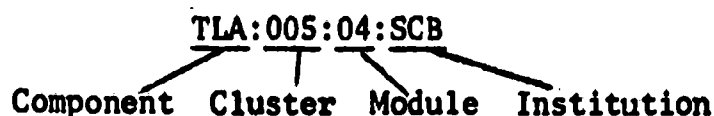
- Own Listening Skills
- Analysis of Children's Listening Ability
- Teaching for the Stimulation of Auditory Acuity
- Teaching a Six Step Model Listening Lesson
- Teaching Specific Listening Sub Skills
- Developing Listening Aids
- Research in Listening Skills

*These are titles only. Within the Module the objective is written behaviorally

As we developed the program, we tried not to begin with individual objectives, i.e., Modules, placing them in Clusters, and then forming Components, but conversely, we tried to begin with the Component, determining what the goals within the component should be, thus dictating the Cluster Titles, and then determining what specific objectives were necessary to meet the goals.

Along with a common format or style a program or institution should adopt a coding system which allows for easy identification and retrieval.

The system which we use is as follows:



To this point we have designated the following component codes:

ARE: Art Education
CHD: Child Development
CLM: Classroom Management
CMM: Curriculum, Methods and Materials
ICM: Instructional Communications
PST: Professional Sensitivity Training
RES: Educational Research
SCF: Social-Cultural Foundations of Education
TLA: Teaching Language Arts
TTP: Teaching Theories and Practices

III

EXAMINING THE MODULE

A Module is defined as the delivery system which allows students to meet specific objectives. Our Modules contain the following elements:

Objective An objective should contain the following:

Type refers to what is to be demonstrated

*Criteria refers to the level of acceptance for competency

Condition refers to the circumstances under which the competency is to be demonstrated

*note In some instances the criteria will be found in the assessment section of the Module. This is very acceptable.

Prerequisites Background needed to begin the Module

Pre-Assessment A means of determining if the Module is needed by the individual student

*Instructional Activities Lectures, seminar, A-V materials, readings, etc. prescribed by the instructor which will enable the student to successfully complete the Module.

Post-Assessment A means of determining if the student has established competence in relation to the objectives.

*note In many instances instructional activities should be optional leaving

room for the individual student to supply his own

We employ two main types of objectives, Instructional and Expressive, with Instructional objectives subdivided as follows:

Cognitive Knowledge that is to be demonstrated

Affective Attitudes that the student must display

Psychomotor Skills that the student must demonstrate

Demonstrative Demonstrations of performance that the student must display

Consequential Behavioral changes in pupils that the student must be able to accomplish

Expressive objectives are different in nature from instructional objectives in that they call for the student to undergo a specific type of experience which might or might not result in the behavioral change that is desired. Examples of expressive objectives would include visitations and observations.

While individual Modules are generally limited to one type of objective, Clusters will often reflect many types of objectives. The teaching process encompasses both knowledge and implementation, and the Clusters should, if possible, reflect both. For example, in order to diagnose a pupil in reading the teacher will first of all need to know what diagnostic instruments are available, their strengths and limitations, and how they are best utilized. In addition he needs to demonstrate that he can correctly administer such instruments, and that he can reach valid conclusions based upon the results. Therefore, a Cluster dealing with reading diagnosis should logically contain both the cognitive aspects leading to knowledge, and the performance objectives leading to a field demonstration of competence. (For additional examples see the Module Clusters included in this package.)

IV

DEVELOPING MODULES

As mentioned earlier we have tried to look to the Component as our starting

point, working toward Clusters and Modules from there, rather than starting with individual Modules and trying to fit them into a package. Whether a program uses the "conservational" approach or the "transitional"⁵ approach, the following should be helpful:

"It is suggested that you start with the final product, which, in this case, is pupil outcome. What should the pupils be able to do, and what attitudes should they have? Once this question has been answered we can begin to look at the kind of teachers necessary to insure this type of outcome."⁶

As an example, suppose that an agreement was reached that one pupil goal was: "pupils who are making normal progress in reading." This invokes a teacher who understands general learning theory, understands how children develop, understands basic psychological principals, and understands the teaching of reading. Note that the first three of the above are very general in nature and would apply to any teaching-learning situation; however, the final aspect of "the teaching of reading" begins to narrow down to a specific area. We have at this point then decided to concentrate for the time being on "teaching of reading". The teaching of reading in itself is still too broad for identifying specific competencies; therefore, we must analyze the process and break it down into more manageable aspects. We broke the reading process down into the following:

1. Various reading theories
2. Diagnosing of Reading
3. Methods for meeting reading needs
4. Supplementary reading aids and materials

Therefore, we determined that if a prospective teacher knows a number of reading theories, can diagnose his pupils, is able to utilize a sufficient number of

alternative learning strategies, and can then implement these strategies with effectiveness in working with pupils, there is a good chance that he will be a successful reading teacher.

Each of the above mentioned areas would be considered a Cluster, and sufficient modules would be developed within each cluster to meet the Cluster goals.

The next step would be to break down each Cluster into manageable parts. As an example let us look at Reading Diagnosis. By performing a task analysis we determined that in order for a teacher to be a proficient diagnoser in reading he would need to be competent in the following areas:

- Terminology associated with reading diagnosis
- Recognizing the symptoms of reading disability
- Guidelines for diagnostic procedures
- Identification of the causes of reading difficulty and failure
- Techniques for gathering reading case histories
- The Informal Reading Inventory (IRI)
- The Durrel Analysis of Reading Difficulty
- The use and evaluation of selected commercial tests
- Guidelines and forms for writing a summary of diagnostic findings
- Diagnosings of pupils in reading

Each of the above areas would constitute a Module within the diagnosing Cluster. We then rewrote each specific objective into behavioral and/or measurable terms to constitute the Module objective.

The final step is to complete the module by adding the prerequisites, pre-assessment, instructional activities, and post-assessment.

In review we would suggest the following steps:

1. Identify the broad (component) level of concern

2. Identify the general (Cluster) goals
3. From Cluster Goals identify specific areas of concern and place them in a hierarchy (Modules)
4. Rewrite Module concerns into Module Objectives which are behavioral
5. Complete Module

V.

THE PLURALISTIC APPROACH

At the present time we are trying to combine our results from the conservative approach with advantages of the transitional approach in what we have labeled the "pluralistic approach".⁷ In order to facilitate this approach we have developed a taxonomic outline based upon teacher's roles. From the outline we are in the process of developing a complete taxonomy. The purpose of the taxonomy is to give both the interns and the program direction. (The taxonomy gives direction to the intern, for the purpose of communicating what competencies he must display in relationship to the whole of teaching.) (The taxonomy gives direction to the program, in terms of what specific module clusters and other delivery systems need to be developed or employed in order to cover any gaps in our present program.)

In the formation of the taxonomy we ascertained that the teacher functions in a number of capacities or roles. For our purposes, we determined that the teacher functions as: A Person; A Diagnoser; A Prescriber; A Communicator; An Executor/Director; and as a Professional. We further attempted to describe under each function what a teacher is or does, and finally what he knows or performs. (see Taxonomic outline on following page)

A TAXONOMIC OUTLINE

The Teacher as:	A Taxonomic Outline				
	A Person	A Diagnoser	A Prescriber	A Communicator	An Executor/ Director
Does/is	Warm Open Caring Accessible Authentic	Investigates and Analyzes: Environment Achievement Learning Style Learning Problems Interests Aptitudes Self-Concept	Set Appropriate goals and Obj. Provide appropriate learning activities Provide for individualization	Interacts verbally and Non- verbally Expresses himself clearly Demonstrates	Establishes effective classroom climate Utilizes a variety of approaches Motivates
Knows/Performs	Himself Group dynamics Interpersonal skills	Sociological concepts Available assessment instruments Testing procedures Informal assessment practices	How to write relevant goals and behavioral objectives Subject matter Multiple approaches Individualization procedures Learning-theory	Questioning techniques Higher-order questioning Discussion techniques Inter-action analysis Demonstration techniques	Feedback instruments Theories of classroom management Motivational techniques Media
					Receptive of criticism A Team member Grow Responsible
					School organization How to read and inter- prete re- search Professional organizations Available journals

From the Taxonomic outline we are in the process of developing a fairly extensive taxonomy. We have divided the taxonomy into four categories as follows: General Goals, Subsidiary Goals, Enablers, and Delivery System Available. By stating a very general goal, and then examining it we separated it into more manageable subsidiary goals. The subsidiary goals were then in turn analyzed to determine what knowledges, attitudes, and skills were necessary in order to meet the subsidiary goals. These we have called enablers. From the enablers we are able to determine what delivery system is available, and what we need to develop in order for the students to become competent. The taxonomy is not written behaviorally nor was it intended to be. The delivery system will convey the specific behavioral objectives which will lead to the competencies. (see sample page from the taxonomy on the following page).

VI

STRATEGIES AND PROBLEMS IN USING MODULES

Because a Modular approach is in fact a variation of independent learning which gives the student a number of options including that of time, it is a mistake to assume that all or even a majority of the students, in spite of their age, are going to be able to handle this new responsibility. Therefore, it is imperative that just as one would do with elementary children, there be a period of handholding and gentle prodding or a program may find such procrastination on the part of the students that very little is done during the initial weeks, with the resultant frustration of having much to do during the later session of the term. Even though we like not to think in terms of a particular time commitment, logistics require that some limits be set. This of course is particularly true if the program is but one option offered by the institution, and therefore,

DIAGNOSIS 20:00

General Goals	Subsidiary Goals	Enablers	Delivery System Avail
21:00 To diagnose each pupils socio-economic background based upon his community social structure, and upon accepted sociological concepts.	21:10 To investigate the community which affects the child including the school community, and the greater metropolitan area.	21:11 An understanding of general sociological concepts and terminology used to describe societies and cultures. 21:12 Personal investigation of school community and greater metropolitan area	SCF:201-204 SCF:301
	21:20 To investigate each pupils socio-economic and home background	21:21 An understanding of the roles and functions of school personnel who can supply pertinent data. I.e., Social workers, community aids, school nurse, etc.	SCF:301
		21:22 An understanding of cumulative records including legal aspects	TLF
		21:23 Participation in and analyzation of home visitations	TLF
22:00 To diagnose the achievement level of each pupil in the appropriate curricular areas	22:10 To utilize commercial achievement tests	22:11 An understanding of terms and concepts associated with achievement tests their use and application 22:12 The ability to perform and report on item analysis	PST:371 PST:371

somewhat constrained by institutional semesters.

Another problem which must be faced in a CBTE program and one where field centered competencies are the final product is what we have come to call the "field centered syndrome". The field centered syndrome refers to the fact that many interns do not see the importance of any kind of theory, particularly if the final product is one which might be demonstrated without theory. We must constantly remind our interns that teaching is more than a technical process, but also must be considered a profession and that the mindless automatic use of a particular approach will only lead to long range frustration. The professional teacher not only needs to know how to use (for example the basal reader) but also needs to know its strengths and limitations, and when and where it can be used most effectively.

It should be noted that most modules list a number of alternate instructional activities. The instructor needs to be aware that for the most part he will be responsible for either preparing or procuring the materials. This in itself constitutes a great deal of time and effort and should not be taken lightly. With specific objectives to be met students are quick to point out when an instructor is unprepared. It is no longer possible for instructors to "wing it" or to talk about subjects which bear little relevance to the topic to be discussed, often used as fillers.

In spite of the above, and other logistic and personnel problems, if the program is able to deliver as promised, the modular approach can be most rewarding. Most important it gives the student the opportunity to internalize an individualized approach, one which he will hopefully implement in his own classroom.

VII

SAMPLE MODULE CLUSTERS

We have included two Module Clusters in this package. The first coded CBE:001:00:SCB is a cluster which we have used at various workshops and conferences dealing with CBTE. The goals of this cluster is to inform the participants about CBTE, and to allow them the opportunity to develop goals, objectives, and Module Clusters in teacher education. By presenting materials in this fashion the participant is much more likely to internalize the concept than by merely talking about it.

The second Cluster coded TLA:311:00:SCB is a Cluster which has been used in our Teacher Corps project. It is part of a component dealing with Language Arts.

A clusters is composed of a cover page which contains the reference system designation and general information about the contents, a Cluster page wich is usually general in nature and oftentimes contains a rationale and a list of the specific modules within the cluster, and the actual modules themselves.

Reference System Designation: CBE:001:00:SCB
Program: Conference on CBTE
Component: Competency Based Teacher Education
Module Cluster: Competency Based Teacher Education
Developer: Dr. Robert L. Arends
Date of Development: April 1973

CBE:001:00:SCB

Competency Based Teacher Education

Cluster Objective

The general objectives of this cluster are to give the participant the opportunity to assimilate the strengths of a competency based teacher education program; to become proficient in the terminology associated with a competency based program; to learn the components parts of a module and module cluster; to be able to identify relevant competencies; and to write a competency based module cluster.

Prerequisites

There are no specific prerequisites for this module cluster. General prerequisites include: the desire to become involved in a competency based teacher education program; the ability to delineate specific objectives from broad general objectives; and the ability to write in a clear concise manner.

Modules Within the Cluster

This cluster contains four modules which are inter-related and cumulate in the writing of a competency-based module cluster. The modules are as follows:

CBE:001:01:SCB	The Concept of a Competency Based Teacher Education Program
CBE:001:02:SCB	Terminology and Format for Writing Modules
CBE:001:03:SCB	Identifying Relevant Objectives
CBE:001:04:SCB	Writing Module Clusters

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Objective

Upon completion of this module the participant will demonstrate his competence in the concept of a competency-based approach to teacher education at the knowledge level by:

- a. Writing a definition of a competency based teacher education program including the essential elements as per AACTE
- b. Writing a comparison of a traditional and competency based program based upon at least three separate factors
- c. Writing a short retort to an imagined criticism of the competency based approach

Prerequisite

None

Pre-Assessment

The participant may be certified competent prior to instructional activities by successfully writing all of the requirements listed in the objective. (competency to be self certified, or the participant may check with the laboratory consultant)

Instructional Activities (optional) *included in package

1. Read:

- a* "A Brief Summary of Competency-Based Teacher Education" by Arends
- b Handbook for the Development of Instructional Modules in Competency Based Teacher Education Programs by Arends, Masla, and Weber. pp 2.1-2.3
- c* "Controversial Issues Concerning Competency Based Teacher Education" by Arends, Elmes, and Masla
- d _____
- e _____
- f _____

2. View:

- a "Competency-Based Teacher Education: An Overview: by Wil Weber Slide-tape materials. Videorecord Corporation of Am, 1970 20min
- b "Pictograph Handbook Series, Handbook #1: Competency-Based Teacher Teacher Education: What is it? Why?" by Arends and Andruczyk. Center for the Study of Teaching: Buffalo, 1971 22 min
- c _____
- d _____

CBE:001:01SCB

3. Listen to:

Audio tape CBM-1b A taped presentation by Dr. Robert Arends
Dr. John Masla on the concept and features of CBTE

4. Engage in individual or small group dialogue with Laboratory
Consultants and other participants

Post-Assessment

Same as Pre-Assessment

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1. Write a definition of a Competency Based Teacher Education Program including the essential elements as per AACTE

2. Write a comparison of a traditional and a CBTE program based upon at least three separate factors

3. Respond to at least two of the following:
 - a. CBTE programs are mechanistic and de-humanizing
 - b. Trivial behaviors are those most easily identified; therefore, the really important aspects of Teacher Education may be overlooked
 - c. How do we know the identified competencies are appropriate?
 - d. CBTE programs do not deal with the Affective domain
 - e. The sum of the parts does not always equal the whole, thus the demonstration of isolated competencies will not guarantee a good teacher

Objective

Upon completion of this module the participant will demonstrate his competence at the knowledge level regarding the special terminology associated with modules, and the format for module cluster writing by:

- a. Listing and explaining the three elements of consideration of an objective
- b. Explaining the functions of objectives
- c. Differentiating between Instructional and Expressive Objectives
- d. Differentiating between the following types of Instructional objectives: 1) Cognitive, 2) Affective, 3) Psychomotor, 4) Demonstrative, 5) Consequential
- e. Describing a Module format
- f. Describing the Reference system adopted by Teacher Corps

Prerequisites

Successful completion of Module CBE:001:01:SCB

Pre-Assessment

The participant may be certified competent prior to instructional activities by successfully writing all of the requirements listed in the objective. (competency to be self certified, or the participant may check with the laboratory consultant)

Instructional Activities (optional) *included in package

1. Read:

- a.* "Handout on Module Development" by Sam J. Yarger
- b. "Handbook" (see CBE:001:01:SCB IA # 1-b)
- c. "Developing Learning Modules" by Robert Houston, et. al. College of Education University of Houston
- d. _____
- e. _____

2. View: The following Pictograph Handbooks

- #2 "Objectives: Their Role in Competency Based Teacher Education"
 - #3 "A Model of Instruction: The Module"
 - #4 "Module Format: Program Structure"
 - #7 "A Reference System for Instructional Modules"
(see CBE:001:01:SCB IA #2-b)
-
-

CBE:001:02:SCB

3. Listen to:

Audio tape CBE-2b A taped presentation by Dr. Robert Arends and Dr. John Masla on Terminology and Format

4. Engage in individual and small group dialogue with Laboratory Consultants and other participants

Post-Assessment

Same as Pre-Assessment

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1. List and explain the three elements of consideration of an objective
 - a.
 - b.
 - c.
2. Explain the two main functions of objectives
 - a.
 - b.
3. Differentiate between Instructional and Expressive Objectives
4. Give an "Educational" example of each of the following types of objectives
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
 - d. Demonstrative
 - e. Consequential (Product)
5. Describe a Module format
6. Identify the four parts of the Teacher Corps reference code
 - a. First three letters
 - b. First three numbers
 - c. Second two numbers
 - d. Last three letters

Objective

Upon completion of this module the participant will have identified relevant goals and the necessary specific objectives to meet those goals.

Prerequisites

Successful completion of Module CBE:001:02:SCB

Pre-assessment

If the participant feels comfortable with goals and objectives which have been designed he may wish to skip this module

Instructional Activities (optional) *included in package

1. Read:

- a.* "The Specification of Teacher Competencies" by Cooper, Jones and Weber
- b.* "Identification and Selection of Teacher Competencies" by Arends, Masla, and Elmes
- c.* "Competency Based Teacher Education: Component Overviews" by Patricia Cabrera et. al. University of Southern California
- d. _____
- e. _____
- f. _____

2. Listen to:

Audio tape CEM-3b A taped presentation by Dr. Robert Arends and Dr. John Masla on Writing Module Clusters

3. Work Through:

"Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs" (a proficiency Module) by Johnson, Shearron, and Payne University of Georgia

4. Engage in individual and small group dialogue with Laboratory Consultants and other participants

Post-Assessment

The participant will have successfully completed this module when he has developed goals and specific objectives to meet those goals which are acceptable to himself.

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Objective

Upon completion of this module the participant will demonstrate his competence at the performance level by writing at least one Module Cluster incorporating the component parts as presented in the preceeding modules.

Prerequisites

Successful completion of Module CDE:001:03:SCB

Pre-Assessment

None

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Instructional Activities (optional) *included in package

1. Read:

- a. "Handbook" (see CDE:001:01:SCB IA # 1-b)
- b. "Developing Learning Modules" (see CDE:001:02:SCB IA # 1-c)
- c. _____
- d. _____
- e. _____

2. View: The following Pictograph Handbooks

- #5 "A Sample Module Cluster: Introduction to Interaction Analysis"
- #6 "Guidelines for Developing Instructional Modules"

3. Listen to:

Audio tape CEM-3-b (see CDE:001:03:SCB IA #3)

4. Review:

Sample Modules in Resource Center

5. Engage in individual and small group dialogue with Laboratory Consultants and other participants

Post-Assessment

The participant will have successfully completed this module when he has developed at least one Module Cluster to his own satisfaction.

REFERENCE SYSTEM DESIGNATION: TLA:311:00:SCB

PROGRAM: TEACHER CORPS

Component: Teaching language arts in the Elementary
School

Module Cluster: Oral Language in the Elementary School

Developer: Leo A. Cohen, Prof. of Ed SUCB
Robert Arends, Staff Developer, SUCB

Date: January, 1973

ORAL LANGUAGE IN THE ELEMENTARY SCHOOL

General Objectives of Module Cluster:

The general objective of this cluster is to provide the student with the information and opportunities for application in developing the skills needed to plan, teach, and evaluate strategies for presenting oral language skills to elementary children.

In outline, the oral language skills for elementary children are:

- 1) Enrichment of speaking vocabulary and vocabulary concepts
- 2) Development of thinking skills: clarity, logic etc, related to oral language
- 3) Expansion of children's interest and pleasure in oral language
- 4) Improvement of ability to share ideas
- 5) Improvement of knowledge of sentences structure
- 6) Improvement of speech techniques: voice control, physical mannerisms, topic selection, sequence, etc.
- 7) Techniques and courtesies of debating and discussion
- 8) Increased awareness of oral language structure and organization to achieve maximum listener interest.
- 9) Parliamentary procedures for effective participation in clubs, organizations and meetings

Prerequisites to the Module Cluster:

Module Cluster:

Listening Skills in the Elementary School

Modules Within the Module Cluster:

This module cluster contains four modules, each of which is related to the objectives of the cluster. The modules are as follows:

TLA:311:01:SCB	Analysis of Pupil's Oral Language
TLA:311:02:SCB	Master of Special Vocabulary Associated with Oral Language, Dixon, O'Brien and Arends
TLA:311:03:SCB	Teacher's Self Evaluation of Oral Language
TLA:311:04:SCB	Teaching Oral Language Lessons

Analysis of Pupil's Oral Language

Objective:

The student demonstrates the ability to evaluate the oral language ability of five pupils in his classroom in order to identify strengths and weaknesses and suggest plans for improving the pupil's oral language production.

Prerequisite:

None

Preassessment:

None

Instructional Activities:

- 1) Attend discussion on oral language development
- 2) Read Green and Petty, Chapter Seven, "Oral Expression"
- 3) Read selected readings from bibliography
- 4) Use "Elementary Pupil Oral Language Evaluation" by evaluating the oral language production of five selected students

Evaluation:

Submit five completed oral language evaluations to instructor.

ELEMENTARY PUPIL ORAL LANGUAGE EVALUATION

Pupil's Name: _____ Date: _____

Evaluator: _____ School _____

Note: If pupil is good or average, check only numbered items. If pupil is unsatisfactory, check sub topics (lettered) to indicate reason for being unsatisfactory.

	Good	Average	Unsatisfactory	Comments
1) TEMPO RHYTHM				
(a) Too fast				
(b) Too slow				
(c) Monotones				
(d) Inadequate Phrasing				
(e) Hesitancy, marked				
2) AUDIBILITY				
(a) Stress				
Too loud				
Too soft				
Unvaried				
Forced				
(b) Pitch				
Tones too high				
Monotonous				
Exaggerated				
3) VOICE QUALITY				
(a) Nasal				
(b) Hoarse				
(c) Strained				
(d) Flat				
4) ARTICULATION				
(a) Consonants				
Slurred				
(b) Vowels improperly formed				
(c) Non-standard English				
5) SPEECH FORMATION				
(a) Stuttering				
(b) Stammering				
(c) Cleft palate				
(d) Evidence of hearing loss				
(e) Cerebral palsy speech				

	Good	Average	Unsatisfactory	Comments
6) LANGUAGE USAGE				
(a) Poor vocabulary				
(b) Disorganized				
(c) Language inappropriate for situation				
(d) Lack of sound thinking				
(e) Unawareness of audience needs				
7) PHYSICAL PRESENCE				
(a) No poise				
(b) Distracting mannerisms				
(c) Excessively shy				
8) GENERAL IMPRESSION				

Favorable.....

Oral communication pleasant, friendly, alert, colorful, interesting, organized, effective

Unfavorable.....

Oral communication unfriendly, unpleasant dull, weak, disorganized, confused, unaware of audience.

SPECIFIC COMMENTS ON FAVORABLE OR UNFAVORABLE GENERAL IMPRESSION

SUGGESTIONS FOR HELPING PUPIL

Objective:

The student will demonstrate mastery of the special vocabulary which is associated with the study of Oral Language. Said vocabulary includes:

- | | | | |
|-----|-------------------|-----|-----------------------|
| 1) | phoneme | 16) | diphthong |
| 2) | grapheme | 17) | dialect |
| 3) | morpheme | 18) | idiolect |
| 4) | syllable | 19) | etymology |
| 5) | vowel | 20) | stress |
| 6) | consonant | 21) | pitch |
| 7) | minimal pair | 22) | juncture |
| 8) | grammar | 23) | hearing |
| 9) | intonation | 24) | listening |
| 10) | consonant cluster | 25) | auding |
| 11) | linguistics | 26) | concepts |
| 12) | semantics | 27) | syntax |
| 13) | denotation | 28) | oracy |
| 14) | connotation | 29) | function - all levels |
| 15) | digraph | | |

Prerequisites:

None

Pre-Assessment:

(See Post-Assessment.)

Instructional Activities (Optional)

Attend seminars

View film: The Speech Chain

Readings:

Hall, Robt., Introductory Linguistics

Gleason, H. A., An Introduction to Descriptive Linguistics

Smith, Goodman, Meredith, Language and Thinking in the Elementary School

Anderson, W., Introductory Reading on Language

Joos, Martin, The Five Clocks

Walden, James, Oral Language and Reading

Carroll Gleason Sustakoski Loban

Petty, Walter, Research in Oral Language

Petty and Starky Ruddell May Kopp

Post-Assessment:

The student will obtain a mastery level of 95% on the above vocabulary in a Test situation in which he will define and give examples where appropriate.

TEACHER'S SELF-EVALUATION OF ORAL LANGUAGE

Objective:

Since the classroom teacher is an important model of oral language for his/her pupils, the teacher needs to be aware of the quality of his own oral language in the classroom. In this module, the teacher will be able to evaluate, using a simple self-directing scale, the quality of oral language he is using in the classroom from audio tapes.

Prerequisite:

None

Preassessment:

None

Instructional Activities:

Using the self-evaluative scale provided, the teacher will rate himself/herself over a period of one week's time.

Evaluation:

Submit completed self-evaluation of oral language to instructor.

NAME. _____ DATE COMPLETED: _____

TEACHER'S SELF-EVALUATION OF ORAL LANGUAGE IN THE CLASSROOM

	Always	Mostly	Sometime	Unacceptable
1) In general, I provide a good example of speech.				
2) The children in my class feel socially and emotionally secure in their use of oral language.				
3) I keep systematic records for all my children in order to plan needed speech improvements and instruction.				
4) My instruction is mindful of individual differences and degrees of speech readiness of my pupils.				
5) I provide sufficient time for children to hear correct sound production in a variety of situations.				
6) Parents understand and accept my efforts to improve oral language.				
7) Oral language instruction is intergrated with the rest of the school curriculum.				
8) No single child is under stress by my speech instruction and correction. Whole group instruction is employed whenever possible.				
9) I am careful to reinforce good oral language with praise and other appropriate responses.				
10) Children with serious speech problems are referred to clinicians. I follow up recommendations systematically.				

GENERAL REMARKS ON MY SELF-EVALUATION: (Including plans for improving deficiencies)

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TEACHING ORAL LANGUAGE LESSONS

Objective:

The student will demonstrate the ability to teach small groups of elementary children appropriate lessons in oral language experiences.

Prerequisite:

None

Instructional Activities:

Based on the insights gained from the modules cited in "Prerequisites" and using the University of the State of New York, State Ed Department publication, "English Language Arts," pages 61 to 116 (section on speaking) as well as the textbook "Developing Language Skills in the Elementary School, 4th Edition, Greene and Petty, Chapter 7, "Teaching Oral Expression," the student will plan and teach three lessons involving oral language experiences and instruction.

The student will select the oral language lessons to be taught from any appropriate combination of the following major oral language experience categories:

- | | |
|------------------------------|---|
| 1) Voice quality and control | 8) Creative dramatics |
| 2) Audience sensitivity | 9) Interviewing |
| 3) Conversation | 10) Conducting meetings-parliamentary procedure |
| 4) Discussion | 11) Speech correction |
| 5) Reporting | 12) Speech development |
| 6) Telephoning | |
| 7) Story telling (by pupil) | |

Evaluation:

The student will submit the three lesson plans with an evaluation of their worth to pupils and to the student.

VIII

NOTES AND REFERENCES

1. Elam, Stanley, Editor, Performance Based Teacher Education: What is the State of the Art?, American Association of Colleges for Teacher Education, Washington, D.C., 1971.
2. Sinatra, Lewis, "Public Schooling as an Expert Service Field" (unpublished paper, Department of Educational Administration, State University of New York at Buffalo, 1971).
3. Masla, John, and Robert Arends, "Related Problems and Strategies for the Development and Implementation of CBTE Programs", (an unpublished paper presented at the Illinois State Department of Education conference on CBTE, Springfield, Illinois: March, 1973).
4. Arends, Robert, John Masla, and Wilford Weber, Handbook for the Development of Instructional Modules in Competency Based Teacher Education Programs (second edition) The Center for the Study of Teaching, Buffalo, New York: 1973.
5. Transformational is defined as: The other end of the spectrum from conservation, "This procedure involves the identification of competencies which the institution has decided are important to the formation of the teacher. Whereupon, the development of appropriate instructional materials and procedures which lead to those goals (competency achievement) is accomplished" (see #3 above for complete citation)
6. Arends, Robert, John Masla, and Robert Elmes, "Identification and Selection of Teacher Competencies" (unpublished paper, Teacher Corps Project, State University College at Buffalo, 1972)
7. Masla, op. cit.

ADDITIONAL RESOURCES

Arends, Robert, and Paul Andruczyk, "The How, What and Why of Competency Based Teacher Education" (a series of seven Pictograph Handbooks with accompanying audio tapes) Center for the Study of Teaching, Buffalo, New York: 1972.

Cooper, James M., Wilford A. Weber and Charles E. Johnson (Eds.) Competency Based Teacher Education: A Systems Approach to Program Design. McCutchan Publishing Corporation, Berkeley, California: 1972.

Houston, W. Robert, and others. Developing Instructional Modules. University of Houston, Houston Texas: 1971. (Worktext, Director's Guide, four slide-tape presentations, and an audio-tape presentation.)

Johnson, C.E., G.F. Shearron and D.A. Payne, Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs. University of Georgia, Athens, Georgia: 1972 (A Proficiency Module).

Kibler, Robert, and others. Behavioral Objectives and Instruction. Allyn and Bacon, Boston, Massachusetts: 1970.

Mager, Robert F. Preparing Instructional Objectives. Fearon Publishers, Palo Alto, California: 1962.

Weber, Wilford A. "Competency-Based Teacher Education: An Overview". Videorecord Corporation of America, Inc., Westport, Connecticut: 1970. (slide-tape materials.)